


Daily Writing / ELA Block - Grade 7		60 Minute Uninterrupted Instructional Block	
Foci: Writing, Speaking, Listening, and Using Language 		Assessment Evidence	Aligned Resources
Common Core Standards for English Language Arts The standards listed here focus on what is essential but do not describe all that can or should be taught.			
<p align="center"><u>Writing Standards</u></p> <p align="center">By the end of grade 7 students will:</p> <p>Text Types and Purposes</p> <ol style="list-style-type: none"> Write arguments to support claims with clear reasons and relevant evidence. <ol style="list-style-type: none"> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ol style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows form and supports the information or explanation presented. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ol style="list-style-type: none"> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal 		<ul style="list-style-type: none"> Entrance Paper – Diagnostic Descriptive Writing Narrative Writing Timed, On-Demand Writing (fall and spring) Writing about literature Writing in response to media Creative Writing Business/Real-world Writing Letters – Formal and Informal Expository Writing Persuasive / Argumentative Writing Research Projects created with the use of digital resources; written using proper citation, and including appropriate visuals, such as charts, tables, and graphs Exit Paper <p>Common assessment tools:</p> <ul style="list-style-type: none"> MPS Writing Rubrics MPS Research Rubrics 	<ul style="list-style-type: none"> Models of writing from a variety of topics, authors, and genres, including fiction and nonfiction (mentor texts) Writing tools (including digital tools) Equipment/tools for modeling and sharing writing Writing process Writing strategies based on best practices in writing Elements of curriculum alignment Writing supplies Word walls and other resources such as picture/word dictionaries and thesauruses District-adopted rubrics Technology Visuals and other media Vocabulary A-Z Discovery Education <i>Streaming</i> MY Access! Anchor papers and writing exemplars MPS Writing Guides MPS Portal Resources <p>Write Source (student edition) Writing Process pp. 5-69 Traits of Writing pp. 33-44, 49 Descriptive Writing pp. 71-91, p. 554 Narrative Writing pp. 93-155, p. 554 Expository Writing pp. 199-217, p. 554 Persuasive Writing pp. 219-281, p. 555 Persuasive Letter pp. 274-277</p>

<p>shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standard 1-3 up to and including grade 7.)</p> <p>6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to citing sources.</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>b. Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p> <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Other assessment evidence:</p> <ul style="list-style-type: none"> • Student questions • Student comments • Illustrations and other visuals • Observations during whole group, small group, and conferences • Short-cycle assessments • On-demand writing • Peer feedback (written and oral) • Presentations • Multimedia evidence • Traditional and online publishing in various forms • Content in Writers’ Notebooks • Contents of Portfolios (both process and showcase) • Progress/learning logs • Student self-assessment • Student self-reflection • Student goals <p>Speaking, Listening, and Media</p> <ul style="list-style-type: none"> • Oral Presentations • Persuasive Oral Presentation • Summaries • Record of note-taking • Discussions • Design and Creation of 	<p>Classified ad pp. 90-91</p> <p>Response to Literature pp. 283-341, 555</p> <p>Story Writing pp. 343-352</p> <p>Summary Paragraph pp. 305, 332-333, 377-380, 555</p> <p>Research Writing pp. 363-410, 555</p> <p>Reflecting on Writing pp. 28, 134, 198, 260, 322</p> <p>Graphs pp. 270-271, 575</p> <p>Business Writing pp. 274-277, 577</p> <p>Book Review pp. 287-322, 554</p> <p>MY Access! www.myaccess.com</p> <p>iSeek! www.myaccess.com</p> <p>Great Source online resources:</p> <p>www.greatsource.com/iwrite</p> <p>Write Source (student edition)</p> <p>Speaking and Listening Skills pp. 417-422</p> <p>Taking Notes pp. 441-448</p> <p>Speech Skills pp. 423-430</p> <p>Media Grid p. 412</p> <p>Multimedia pp. 411-415</p> <p>Group Skills pp. 420-421</p> <p>Peer Responding pp. 18-19, 29-32, 54-55</p> <p>Strategies and Approaches</p> <p><input type="checkbox"/> Think, Pair, Share (Lyman, 1981)</p> <p><input type="checkbox"/> Think, Ink, Pair, Share (Billmeyer, 2003)</p> <p><input type="checkbox"/> Looping (Elbow, 1998)</p> <p><input type="checkbox"/> Collaborative Learning (Johnson and Johnson, 1999)</p> <p><input type="checkbox"/> Reciprocal Teaching (Palincsar, 1994)</p> <p><input type="checkbox"/> Discussion Webs (Alvermann, 1991)</p> <p><input type="checkbox"/> Reflection Journal (Zemelman, Daniels, and Hyde; 1993)</p> <p><input type="checkbox"/> Double-entry Journals (Tompkins, 2010)</p> <p><input type="checkbox"/> Differentiation for Students Who Need Additional Practice (use Extra Support in Write Source)</p>
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<p style="text-align: center;"><u>Speaking and Listening Standards</u> By the end of grade 7, students will:</p> <p>Comprehension and Collaboration:</p> <ol style="list-style-type: none"> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> Come to discussions prepared; having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. <p>Presentation of Knowledge and Ideas</p> <ol style="list-style-type: none"> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.) <p style="text-align: center;"><u>Language Standards</u> By the end of grade 7, students will:</p> <p>Conventions of Standard English</p> <ol style="list-style-type: none"> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Explain the function of phrases and clauses in general and their function in specific sentences. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore and old[,] green shirt</i>). 	<p>Media Product (Presentation or Tangible Artifact)</p> <ul style="list-style-type: none"> Oral Rubrics Listening Rubrics Discussion Rubrics Media Rubrics Technology Rubrics Research Conventions Rubrics <p>Language: Accurate use of conventions in writing and speaking</p> <ul style="list-style-type: none"> MPS Writing Rubrics – Conventions <p>Language: Appropriate use of on-level vocabulary</p> <ul style="list-style-type: none"> MPS Language Rubrics 	<p><input type="checkbox"/> Differentiation for Students Who Are Advanced in This Skill (use Challenge resources in Write Source)</p> <p>Write Source Skills Book Assessment Book Write Source Interactive Writing Skills CD-Rom Daily Language Workouts</p> <p>Write Source (student edition) Phrases p. 70 Clauses p. 698.1 Modifiers pp. 488, 505, 561, 694.3 Capitalization Punctuation Spelling Coordinating Conjunctions pp. 186, 248, 496-497, 590.2, 744.1 Write Trait Kits (conventions)</p> <p>Using the Right Word pp. 652-686 Reference Materials pp. 364, 367, 372-375 Using a Dictionary pp. 374-375 Denotation p. 560 Connotation p.41, 80, 120, 309 Figures of Speech p. 560 Vocabulary-building Techniques p. 562 <input type="checkbox"/> MPS Vocabulary List for Grade Seven – English language arts <input type="checkbox"/> Marzano - Six Step Process (2004) <input type="checkbox"/> Frayer Model (Frayer, Frederick, and Kausmeither, 1969; Buehl, 2001) <input type="checkbox"/> Talk Aloud (Baumann and Schmitt, 1986) <input type="checkbox"/> Explicit Modeling (Roehler and Duffy, 1991) <input type="checkbox"/> Implicit Modeling (Roehler and Duffy, 1991) <input type="checkbox"/> Read Aloud (Allen, 2000) <input type="checkbox"/> Think Aloud (Clark, 1984; Meichenbaum, 1985)</p>
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<p>b. Spell correctly.</p> <p>Knowledge of Language</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p> <p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>5. Demonstrate understanding of figurative language, word relationships, nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		<p><input type="checkbox"/> Word Learning Strategies (Graves, 2006):</p> <ul style="list-style-type: none"> • Use Context Clues • Analyze Word Parts • Check a Dictionary <p><input type="checkbox"/> Word Consciousness (Scott and Nagy, 2004)</p> <p><input type="checkbox"/> Word Study (Allen, 2007):</p> <ul style="list-style-type: none"> • Word Posters • Word Maps • Possible Sentences • Dramatizing Words • Word Sorts • Word Chains • Semantic Feature Analysis
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<p align="center">Block Structure and Instructional Methods</p> <p align="center"><u>Instructional Groupings:</u></p> <p align="center">Whole Group: Strategic, Explicit Instruction</p> <p align="center">Small Group: Teacher-Guided Instruction, Literacy Work Stations, and Integrated Literacy Work Stations – Application and Practice</p> <p align="center">Whole Group: Sharing and Wrap Up</p>	<p align="center">Universal Approaches, Modes, Skills, and Strategies</p>
<p><u>Introduction (5 minutes)</u></p> <p>Goal = Connect</p> <p>The teacher will:</p> <ul style="list-style-type: none"> • Use student-friendly language to communicate big ideas, essential questions, and/or set the purpose of the lesson. <p><u>Whole Group (10 minutes)</u></p> <p>Goal = Build</p> <p>The teacher will:</p> <ul style="list-style-type: none"> • Communicate learning intention. • Introduce the topic of the mini-lesson. • Explain the goal of lesson (apply aspects of workshop procedures, literary concepts, writing skills or writing strategies). Topics may include: writing enticing leads, sequencing, perspective, point of view, use of figurative language, memoir, pacing, sentence variety, stylistic effect of conventions, formal language) • Use mentor texts to share example(s) to illustrate aspect of writers’ craft in use. • Provide additional information and/or clarification to enhance understanding and support transfer. • Ask students to discuss with a partner; teacher will listen for understanding. • Help students create a poster and/or record content of lesson in writer’s notebook. • Ask students to reflect on their learning and discuss how they will apply the content of the mini lesson in their writing. • Check status of the class: ask students to first think individually then discuss via whole group or partner share 	<p>Best Practices in Writing (Zemelman, Daniels, and Hyde, 2005; Graham, MacArthur, and Fitzgerald (eds.), 2007; MPS and Milwaukee Writing Project, 2008)</p> <ul style="list-style-type: none"> • Writers’ Workshop • Writing Process • Writing Strategies • Six Traits of Effective Writing • Authentic Forms • Writing-Reading Connection • Effective Feedback • Teacher as Writer <p>Approaches (Graham and Perin, 2007)</p> <ul style="list-style-type: none"> • Writing Strategies • Summarization • Collaborative Writing • Specific Product Goals • Word Processing • Sentence Combining • Prewriting • Inquiry Activities • Process Writing Approach • Study of Models • Writing for Content Areas <p>Differentiated Instruction During Small Group Instruction (Hall, Strangman, and Meyer, 2003); Differentiation (Tomlinson, 1999)</p> <ul style="list-style-type: none"> • Content • Process • Product <ul style="list-style-type: none"> • Writing Circles (Vopat, 2009) • Inquiry Circles (Harvey and Daniels, 2009) <p>Six Traits of Effective Writing (Spandel, 2009)</p> <p>☐ Ideas, Organization, Voice, Word Choice, Sentence Fluency and Variety, and Conventions</p>

Small Group (35 minutes)

Goal = Reach

The teacher will:

- Organize classroom for effective small group work, including transitions.
- Set up writing/language arts work stations designed to practice writers' craft in small, purposefully selected groups.
- Integrate other language arts, including speaking, listening, discussing, using language, creating and evaluating media, and researching into design of activities.
- Meet with small flexible groups of students who exhibit similar needs.
- Employ guided writing by reviewing structured lesson and supervising as students write.
- Use interactive writing, asking students to share the pen while they apply the focus of the lesson and talk about elements of writers' craft, including conventions.
- Allow time for independent writing. Students write for an extended period of time to practice the craft of writing and to apply the appropriate skills, strategies from modeled writing, mentor texts, and/or mini-lessons.
- Arrange for topics to include a variety of self-selected and assigned. Students will write over different amounts of time and in a variety of genres, written for various purposes and audiences.
- Ensure students incorporate and practice research skills as they write.
- Integrate technology into independent practice time so students can practice their writing skills as they access, plan, draft, and/or publish writing.
- Conference with students. Document progress.
- Provide meaningful, accurate, timely, and specific feedback while rotating among students.

Whole Group – Sharing and Reflection (10 minutes)

Goals = Reconnect and Wrap Up

The teacher will:

- Gather all members of the class to meet. Revisit the learning intention of the original lesson. Class will share written pieces and articulate learning in written and oral forms (via formal and information and presentations).
- Integrate listening, speaking, presentation, media, and technology skills into the sharing session.

Students in grade seven will review and enhance the following skills that writers use (Tomkins, 2010)

- ☐ Structuring Skills
- ☐ Mechanical Skills
- ☐ Language Skills
- ☐ Reference Skills
- ☐ Computer Skills

Modes (Cooper, 2003)

- ☐ Write Aloud [Modeled] Writing
- ☐ Shared Writing
- ☐ Guided Writing
- ☐ Interactive Writing (Tompkins, 2008)
- ☐ Collaborative/Cooperative Writing
- ☐ Independent Writing

Categories of Strategies (Tompkins, 2010)

- Generating
- Organizing
- Visualizing
- Monitoring
- Playing with Language
- Revising
- Proofreading
- Evaluating

In grades 4 and above students will pay particular attention to the purposeful revision of sentences. Teachers will employ Killgallon's (1998) Four Types of Sentence Composing to help student create increasingly sophisticated and fluent sentences. The four types are:

- ☐ Sentence Unscrambling
- ☐ Sentence Imitating
- ☐ Sentence Combining
- ☐ Sentence Expanding

Writing Process (Graves, 1994)

- Prewriting
- Drafting
- Revising
- Editing
- Publishing
- Self assessment, goal setting, and use of portfolios (Stires, 1991)

Available Accommodations and Modifications to Provide Access to the Core Curriculum (*)

English Language Learners:			Students with Disabilities (per IEP)*
Content Objective(s) Language Objective(s) Key Vocabulary Supplementary Materials			<u>Assistive technology (writing)</u> <ul style="list-style-type: none"> • Adapted writing utensils • Adapted paper • Positioning devices • Hand held dictionary/spell check • Recorders • Portable word processors • Digital graphic organizers • Digital note takers • Adapted/alternative computer hardware • Alternative software • Talking/graphic word processors • Word prediction • Advanced reading/writing supports • Voice recognition • Sound amplification systems
<u>Preparation</u>	<u>Scaffolding</u>	<u>Grouping Options</u>	
Adaptation of Content	Modeling	Whole class	
Links to Background	Guided practice	Small groups	
Links to Past Learning	Independent practice	Partners	
Strategies incorporated	Comprehensible input	Independent	
<u>Integration of Processes</u>	<u>Application</u>	<u>Assessment</u>	
Reading	Hands-on	Individual	
Writing	Meaningful	Group	
Speaking	Linked to objectives	Written	
Listening	Promotes engagement	Oral	

****NOT an exhaustive list**